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ABSTRACT

For 3 years, the State Teacher Education Council (STEC) has studied Maryland's Professional Development Schools (PDSs) movement, first from a theoretical framework and then from an operational perspective, through a series of site visits. This report includes information from the study. Section 1, "Overview of the Collaborations," describes each PDS at the time of the site visit, summarizing unique features of each PDS model. Section 2, "Summary of Findings," offers five parts, one for each of Maryland's "Common Understandings About Professional Development Schools," a document developed in 1995 to guide early implementation of the Maryland Higher Education Commission's "Redesign of Teacher Education." The five common understandings are to: promote deep, systemic collaboration and interaction; extend linkages with school reform efforts; create learning organizations which become sites for research and inquiry; integrate technology; and support simultaneous renewal efforts. Section 3 presents conclusions and recommendations. Overall, the STEC concludes that Maryland's "Common Understandings About Professional Development Schools" allows for multiple models of PDSs to implement the recommendations of the "Redesign of Teacher Education" report, with a great deal of site-specific variation. Therefore, it is recommended that future PDS models should address the "Common Understandings." The four appendixes present the STEC Review Protocol; common understandings about PDSs; a summary chart of PDS sites visited; and technology requirements in PDS partnership institutions. (SM)

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MARYLAND STATE DEPARTMENT OF EDUCATION

A Review of Professional Development Schools in Maryland

ED 424 223

State Teacher Education Council

1995-1997 Report

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Division of Certification and Accreditation
February 1998
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A Review of Professional Development Schools in Maryland

State Teacher Education Council

1995-1997 Report

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Division of Certification and Accreditation
February 1998

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The Maryland State Department of Education (MSDE) gratefully acknowledges the State Teacher Education Council members for their professional commitment and dedication. For over two years, they studied the issues of professional development schools and prepared the recommendations presented in this report. The results are a report that is consistent with state and national issues and priorities.

MSDE thanks all members of the State Teacher Education Council, especially the writing team of Dr. David Cooper, Ms. Lorraine Cornish, Dr. Anne Marino and Dr. Thomas Proffitt, for their assistance in the production of this report.

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INTRODUCTION

The State Teacher Education Council

The State Teacher Education Council (STEC), formerly known as the State Coordinating Council on Field Experiences, was established in response to the recommendations of the Quality Teaching Commission of 1984. The Council was charged to address issues related to quality field experiences and related concerns regarding supervising teachers.

In April, 1992, following a yearlong period of inactivity, during which the Maryland State Department of Education (MSDE) Teacher Education and Certification Branch was reorganized, the Council was reinstated with an expanded charge. STEC is now an advisory committee to the State Superintendent of Education, through the Office of the Assistant State Superintendent for Certification and Accreditation. The focus of STEC shifted from a primary concern with field experiences to the whole area of teacher education. The scope of the Council was broadened to reflect State Superintendent Nancy Grasmick's vision of linking teacher education reform and school reform. The broadening of the charge necessitated a name change to the State Teacher Education Council.

STEC's membership includes representation from all stakeholders in teacher education: the Maryland Higher Education Commission (MHEC), two and four year institutions of higher education (both public and private), and school systems. Presently, STEC's charge is "to investigate promising practices in teacher education and make recommendations to the State Superintendent on new directions."

The Maryland Professional Development School Network

To carry out its mission, STEC has conducted a three year study of the network of Professional Development Schools (PDSs) that have emerged throughout the State. The development of this network of PDSs is in direct response to the *Redesign of Teacher Education*, adopted by the Maryland Higher Education Commission (MHEC) on May 17, 1995. The *Redesign* has at its core the following:

- greater breadth and depth in liberal arts and undergraduate education, particularly in math, science and technology;
- extended clinical experience in public schools;
- integration of school reform and teacher education reform;
- ongoing performance assessment.

The best means of implementation of these tenets was determined to be the PDS. For initial support of PDSs, MSDE received a three year grant from the United States Department of Education Dwight D. Eisenhower Program to develop five PDSs. These PDSs all utilized different models, but the effort was unique in that it was a collaboration of two state education agencies (MSDE and MHEC), colleges and universities, and local school systems. In addition, the MHEC

granted the MSDE funding for seven similar collaborative PDSs to be supported for eighteen months. A third funding source is the U.S. Departments of Education and Labor Career Connections grant to MSDE. Collectively, these are called the "Maryland Professional Development School Network." A Policy Board and an Operations Team provide direction and coordination to the Maryland Professional Development School Network.

The PDS partnerships are:

- Bowie State University/Prince George's County Public Schools (Bladensburg High School)
- College of Notre Dame of Maryland/Harford County Public Schools (Aberdeen High School Cluster)*
- Frostburg State University/Garrett County Public Schools (Southern Middle School)*
- Johns Hopkins University/Howard County Public Schools (Pointer's Run and Swansfield Elementary Schools)
- Johns Hopkins University/Baltimore County Public Schools (Sparrows Point High School Cluster)*
- Loyola College of Maryland/Howard County Public Schools (Rockburn Elementary School)*
- Mount Saint Mary's College/Frederick Community College/Frederick County Public Schools (Ballenger Creek, Hillcrest, Orchard Grove, and Waverley Elementary Schools)*
- Towson University/Baltimore County (Owings Mills Elementary School, Halstead Academy, Cromwell Valley Elementary, Dundalk Elementary, and Eastern Technical High School)
- Towson University/Anne Arundel Community College/Anne Arundel County Public Schools (Jessup Elementary School)*
- University of Maryland Baltimore County/Baltimore City Public Schools (Canton Middle School)
- University of Maryland College Park/Charles County Public Schools (Westlake High School)*
- University of Maryland College Park/Montgomery County Public Schools and Prince George's County Public Schools (Adelphi, Cool Spring, Jackson Road and Kemp Mill Elementary Schools)
- University of Maryland Eastern Shore/Wicomico County Public Schools (Bennett Middle School)*

* Indicates the PDSs funded by MSDE/MHEC for eighteen (18) months, only. The others are funded by the Federal Eisenhower grant for three (3) years.

Description of the Study

Between 1994 and 1995, STEC studied the theoretical framework for PDSs, including the work of the Holmes Group, John Goodlad, and Linda Darling-Hammond. At the end of 1995, STEC decided to make site visits to three of the early pilot PDSs: Towson University/Owings Mills Elementary School, Bowie State University/Bladensburg High School, and Johns Hopkins University/Pointer's Run Elementary School. At the end of 1995, the *Redesign* became State policy. Included in its recommendations was the identification of PDSs as the sites for teacher education reform activities. Based on the excitement generated by the site visits and the emerging reform agenda, STEC decided to devote the next two years to conducting site visits to PDSs and reporting to the State Superintendent the results of those visits.

To study Maryland's new PDSs, STEC visited all PDSs receiving funding through the Division of Certification and Accreditation, except those in Charles County, Garrett County, and Wicomico County. After several initial site visits, a committee of STEC members created a review protocol (see Appendix A), based on the *Redesign*, which was adopted for the remaining visits. This document was sent to each site prior to the visit, and each was asked to frame the site presentation around the review protocol. STEC visitation teams sought to learn answers to the questions to enable them to describe Maryland PDSs.

STEC business meetings were devoted to review of the summaries of site visits and discussion of emerging trends and findings. Many sessions were devoted to how to best present the data collected and how to frame the findings to show the sites' fidelity to the *Redesign*. It was decided that the document, *Common Understandings About Professional Development Schools* (Appendix B), developed by the State partners to guide the development of the Eisenhower Professional Development grant, defined the initiatives of the *Redesign* and provided the best framework for the report.

Organization of the Report

This report is organized in three parts. The **Overview of the Collaborations** section describes each PDS at the time of the site visit. The unique features of each PDS model are summarized, including demographic information about the sites visited. A chart which includes dates of visits, names of schools, and other summary data appears as Appendix C. The **Summary of Findings** section of the study is divided into five parts, one for each of Maryland's *Common Understandings About Professional Development Schools*, a document developed in 1995 to guide early implementation of the *Redesign*. The final section of the report contains the **Conclusions and Recommendations**.

OVERVIEW OF THE COLLABORATIONS

Bowie State University/Prince George's County Public Schools (Bladensburg High School)

This collaboration includes Bowie State University and the Prince George's County Public Schools. The PDS site is Bladensburg High School, a comprehensive, grades 9-12 high school of approximately 1,400 students from forty-eight different countries. Of these students, 75% are African-American, 12% are Hispanic, 7% are White, and the remainder are from other ethnicities.

Bladensburg High School is a Challenge school. Because of a past history of low achievement on a number of data-based indicators, it was identified as a school where State resources would be applied in conjunction with whole school efforts to produce change for the students. Thus, Bladensburg High School has been supported as it has moved to site-based management, developed a school improvement plan, restructured the instructional program and augmented many of its resources, e.g., computer technology. There is still a need to expand the vocational education/career technology portion of the program. At the time of the STEC visit, the principal expressed his long-term interest in Bladensburg High School's becoming and remaining a PDS.

The principal plays a "city manager" role, while the instructional specialist guides the academic program. There is a Bowie State University coordinator on site, who collaborates with the instructional specialist in the conduct of the PDS. They have worked closely with all faculty to help them understand the PDS concept and the many roles that each can play in it.

All Bladensburg High School interns are Master of Arts in Teaching (MAT) students at Bowie State University. The majority are career changers. Interns must apply to the program, have their credentials reviewed, and have a successful interview. The program is a full calender year long and is a full immersion model. Bowie State University faculty and the on-site coordinator provide much of the coursework at Bladensburg High School. Each intern is assigned a mentor; some have two, depending on the subject area. Interns participate in all facets of the school: Fall registration, tutoring, new teacher orientation, coaching, meetings with parents, and faculty meetings.

Portfolios are used throughout, with Maryland's *Essential Dimensions of Teaching* as the framework. Reflection is heavily emphasized in practice and in portfolio development. Interns are able to make multiple observations throughout the school. The cohort has its own space in the school, with computers and fax machines. Peer coaching and mini-action research are emphasized.

College of Notre Dame of Maryland/Harford Community College/ Harford County Public Schools (Aberdeen Cluster)

This collaboration involves a multi-site PDS, in a cluster of eight schools in Aberdeen. Some have only one intern, while others have as many as five. There are eighteen interns in all. An oversight committee makes PDS decisions. This committee includes representatives from Harford Community College, Harford County Public Schools (HCPS), and the College of Notre Dame. This committee also meets monthly with the Chair of the Department of Education at the College of Notre Dame.

Harford Community College also places students in the schools. Three hours of observation are required for Harford Community College's Introduction to Education and the Early Childhood courses.

The former principal of Aberdeen High School is the coordinator for the PDS. He took this position upon retirement and also serves as an adjunct instructor at the College of Notre Dame. To maintain a record of the development, dilemmas and accomplishments of the PDS, he is keeping a log of each week's activities and observations.

College of Notre Dame teacher candidates are chosen as PDS interns based on their preference for placement in Harford County. They are both undergraduate and graduate. The length of the internship varies according to the program in which each is enrolled. The students come in August, about one to three days before school begins. At the time of the STEC visit, their placements were: three in the high school; four in the middle school, with one more expected to move from elementary to middle school; three at Bakersfield Elementary; two at Church Creek Elementary; one at Hall's Cross Roads Elementary; one at Churchville Elementary; and one at Roye-Williams Elementary.

The area is culturally diverse. Ethnically, the student body is 60% White; 10% Asian, Hispanic, Native American; and 30% African-American. The middle school and the elementary schools have similar demographics. Many of the students are military dependents from Aberdeen Proving Ground, who account for about 28% of the students. This makes the population transient. For example, the high school has 1,221 students; about 350 students will come and go in the course of a year. The average student stays in the area two to three years. Each year, the school can expect about 400 new freshmen and about 200 new seniors.

Interns are keeping portfolios. The *Essential Dimensions of Teaching (EDoTs)* are used in the program, but do not seem to form the framework for the portfolios.

There are activities underway for the continuing professional development of inservice teachers. Development of portfolio assessment methodologies are in progress. In addition, inservice

teachers have the opportunity for peer observations and feedback across levels--elementary teachers in the middle schools, and middle school teachers in the elementary schools.

These schools are designated special education inclusion sites. There are support systems for inclusion, including two and one-half special education teachers, two classroom aides, and a psychologist.

Johns Hopkins University/Howard County Public Schools (Pointer's Run and Swansfield Elementary Schools)

The Johns Hopkins University and Howard County Public Schools collaboration includes Pointer's Run and Swansfield Elementary Schools. Pointer's Run Elementary School has between 600-700 students and is a special education inclusion center. Its diversity lies there, while Swansfield Elementary School, with its enrollment of approximately 650 students, is ethnically diverse. Johns Hopkins University has a full time on-site PDS coordinator at these two schools. The program is based on consensus building around a jointly owned program. Decisions are made collaboratively, by the PDS steering committee, school personnel, and Johns Hopkins University personnel. Prospective interns are interviewed by a panel composed of representatives of the university and school system.

This intern program is called "SIMAT" and is a school immersion version of Johns Hopkins University's MAT program. It is based on a problem-based medical model developed at Tufts University and other medical schools. Instead of the program being delivered through a series of courses, interns ask questions and identify problems, so connections are made in relation to actual children and situations, and the need for problem-solving comes from daily exposure to children. There is a spiraling effect from the need to have skills to survive in the classroom, to the need to answer questions about what the research is saying about solving these problems, and finally, to the need to identify the theories and philosophy behind these approaches.

Teacher development and growth have also occurred among classroom teachers and university faculty. Both have new groups of colleagues with whom they explore shared concerns, undertake problem solving, and participate in study groups. They have already presented together in several national, regional and state conferences.

The schools benefit from having additional adults in the building. The interns have had summer training and some background in implementation of the curriculum at the time school starts. The PDS program goes beyond preparation for solo student teaching to an intensive collaboration of teachers and interns who are allied to solve problems. Principals and teachers at the two schools report that everyone has become more reflective.

John Hopkins University/Baltimore County Public Schools
(Sparrows Point Collaborative)

The John Hopkins University coordinator described the three school collaborative of Sparrows Point High School, Sparrows Point Middle School, and Edgemere Elementary School. She explained that the schools are in close proximity to one another and serve the same communities. The middle school and high school are in the same building. She noted that Edgemere Elementary School is under construction, so students are currently housed at Dundalk and Holabird Elementary Schools.

The Sparrows Point network is characterized by a community which has strong attachments to these schools, since many of the adults in this area attended these same schools. Many of the families have lived in the area for several generations. With very little movement in and out of the community, there is a small, homogenous population.

Edgemere Elementary School has an enrollment of approximately 350 students. Sparrows Point Middle School is a comprehensive middle school of approximately 450 students. These schools have full inclusion for students with disabilities. Sparrows Point High School has 621 students, 97% of whom are white. The economic levels vary, with 10% of students receiving free and reduced lunches. At the high school level, the advanced placement program has been recently introduced, and there are currently three advanced placement tests that students may take: English Literature, U.S. History, and Calculus. The school has also recently implemented the Enhanced Environmental Science Program, which is expected eventually to become a Baltimore County magnet program.

The program model is Johns Hopkins University's School Immersion Master of Arts in Teaching program, known as SIMAT. It is similar to the SIMAT model used in Howard County. The program runs from July to July, and ends with a portfolio defense. Teacher candidates complete the program with a Master's degree and eligibility for certification. In the 1996-1997 school year, twenty-one interns were enrolled in the program.

The program focuses on three components: preservice teacher education, ongoing professional development, and school improvement. For preservice teacher education, the SIMAT program fosters full immersion in the school. The program has six phases: 1) Exploration, 2) Observation, 3) Planning and Teaching I, 4) Planning and Teaching II, 5) Self-Assessment, and 6) Becoming a Teacher Leader (portfolio defense and serving as mentors/instructors for the next group of interns).

Ongoing professional development opportunities are a part of the program. There are site supervisors at each site, who receive some release time to perform their supervisory tasks. They form an immediate communication link between the school and the university. Courses and workshops that are open to all are offered by the university and by schools in the collaborative.

Another feature of the program is involvement in school improvement. The coordinator and interns serve on the school improvement teams. The schools identify immediate impact programs that the interns can conduct. For example, to foster better communication, the interns have students involved in a newsletter, *Kid Stuff*, that goes to all participating schools, and are developing resource binders for all teachers to use.

Loyola College in Maryland/Howard County Public Schools (Rockburn Elementary School)

The collaboration between Loyola College and Howard County Public Schools at Rockburn Elementary School began with a formal partnership signing February 1, 1996. This is a MAT program for career changers. From the outset, this PDS has been collaborative in many ways. Decision making is guided by a steering committee comprised of representatives from the school, community and college. The Rockburn Elementary School teachers serve as Loyola College adjunct instructors. Seminars are held for interns on site. Eventually, it is hoped that Loyola College will bring some of the courses to Rockburn Elementary School. Interns are an integral part of the school, serving on committees and working with parents.

The internship is one year in length. Orientation occurs in the summer prior to internship. In August, interns come to the school for observation and participation in the activities that are necessary for the opening of school. They have the experience of seeing and helping their mentors'(and other teachers') classrooms develop from the very beginning, and becoming part of the school community. Loyola College personnel are critical players at Rockburn Elementary School and are highly visible in the school. There is a full time program coordinator on site, and the Coordinator of the Teacher Education Program at Loyola College is a frequent presence in the school.

Rockburn Elementary School is four years old. It is a regional early childhood site for special education. It is a Howard County full inclusion demonstration site. It will also be a Howard County model site for a new gifted and talented project. Rockburn Elementary School has had student teachers from other colleges and universities in Maryland.

The student body is 7% African-American; 7% Asian; 1% Hispanic; and 85% White. In 1996-1997, Rockburn lost 300 students to zoning changes, but it also added 250 students from the rezoning of other schools. At the time of the STEC visit, more students were expected to come from a new development of about 360 homes that was under construction.

At present, there are twenty classroom teachers. Multiple programs go on at the site, and the principal supports faculty participation at every level, stating that staff empowerment is critical. The steering committee oversees both the effectiveness of the overall program, and also of the PDS. The steering committee includes representatives from every grade level.

Reflection and assessment are ongoing. The PDS is a learning and teaching organization that includes both preservice teacher education and the continuing professional development of veteran teachers is a primary outcome.

Because the school is relatively new, the principal was able to hire faculty and staff, from the beginning, who shared a common vision. Of the staff, 75% have the Advanced Professional Certificate (APC). Thus, professional development activities can be based on the expertise available right on the staff. This demonstrates to teachers the personal and professional benefits of the PDS. College and school-based experiences, problems, and solutions occur together.

Seminars for mentors are open to all faculty, who are encouraged to both attend and serve as presenters. Staff development experiences are open to faculty and interns. Thus, having an intern is not the only entree to these activities.

Mount Saint Mary's College/Frederick County Public Schools/ Frederick Community College

The Frederick County Professional Development School Network is a collaborative of three educational agencies in Frederick County: Mount Saint Mary's College, Frederick County Public Schools and Frederick Community College. The network consists of four elementary schools in the Frederick County Public Schools (FCPS): Orchard Grove, Waverley, Ballenger Creek, and Hillcrest Elementary Schools, with Orchard Grove serving as the PDS Center.

Representatives from each of the educational agencies met over a period of months to plan the network. This group consisted of one FCPS district administrator, two FCPS principals, three Mount St. Mary's College faculty members, and two Frederick Community College faculty. This planning occurred in response to the request for proposals sent out by MSDE in 1995 to invite school systems and higher education institutions to apply for state grants. In February, 1996, after the grant was awarded, FCPS and Mount St. Mary's College representatives met. In April, 1996, interns and mentors were matched, a social function was held for them to meet, and opportunities were made for planning for the Fall. The participants developed a shared vision: *quality learning for all.*

A distinct feature of the PDS network is that <u>all</u> of Mount St. Mary's College elementary education majors intern in one of the PDS schools. For the Class of 1997, thirty-three students were involved. For the Class of 1998, twenty-six students were involved. The internship is for one academic year.

As juniors, interns enroll in five methods courses. All but one is taught in the PDS Center. Each has an extensive field component. Methods courses were paired to form Integrated Studies I (mathematics and science) and Integrated Studies II (language arts and social studies). The fifth course is Assessment. As seniors, interns return to the same elementary school, but in a different

placement. During this semester, interns assume more and more responsibility for planning and instruction.

Mentoring teams in each building meet regularly to share team observations of intern progress in meeting Maryland's *Essential Dimensions of Teaching*, which guide the Mount St. Mary's College program. Professional Seminar, a three credit course, meets once a week at the PDS Center. In seminar, senior interns discuss local and national issues; learn about site-based management; develop a professional development plan, based on the PDS's school improvement plan; practice interviewing; develop their resumes; polish their philosophy of education; and assemble an interview portfolio. For some seniors, there is a third semester in the PDS. Students who enroll in Reading Assessment and Intervention return to the same classroom to tutor one at-risk reader. Others choose to take this course in the summer.

At the time of the visit, seventy Frederick Community College students enrolled in Educational Psychology, observed in PDS elementary classrooms. Previously, Educational Psychology in the community college did not incorporate a structured field component such as this one. Frederick Community College personnel work to insure articulation of their education majors, who will be going to Mount St. Mary's College and other colleges and universities. There is a common groundwork being laid between FCC and the PDS personnel, showing community college students the combination of theory into practice through observation in classrooms. There is also closed circuit television capability at two schools, so classrooms can be observed in that manner. The hope is to expand the technology to other schools.

A Coordinating Council, composed of representatives from all constituencies, including parents and business persons, meets monthly. Key issues discussed in the 1996-1997 year included: reconfiguration of the Mount St. Mary's College junior block sequence; PDS teacher grant guidelines; PDS teacher grant selections; and dissemination plans for PDS data and information.

Towson University/Baltimore County Public Schools (Owings Mills Elementary School)

The partnership between Owings Mills Elementary School and Towson University commenced with a careful planning process. Owings Mills Elementary School is a school that underwent a restructuring process. When the structure changed, each teacher in the school had to reapply for his/her job; applications were taken from others, outside the school, also. All were interviewed by a panel of five people; one primary understanding was that teachers would be expected to be continuous learners.Twenty-two of the former staff did not return: nine were asked not to come back, and thirteen chose not to return. The principal was able to insure that each person hired was a master teacher who would participate in the development of a new vision for the school. That new vision included the formation of a PDS partnership with Towson University. The PDS structure allows additional leverage needed to make further changes.

In the summer of 1994, with participation from parents, teachers, and Towson University staff, a vision for the school was developed; that vision is the basis for themes that guide the school's program. Faculty action teams were established to implement school improvement strategies, including those concerned with preservice and inservice development. Thus, the PDS is not an extra, add-on part of Owings Mills Elementary School; it is the structure through which Owings Mills Elementary School delivers its instructional program. Therefore, it is enmeshed in the school's vision. Towson University students stay for four semesters, receiving integrated coursework and immersion in practice and the culture of the school. Collaboration is emphasized and practiced. Owings Mills Elementary School teachers teach courses at Towson University; this "blurring the lines" between the school and the university is one characteristic of a PDS.

At the time of the visit, Owings Mills Elementary School had 725 children. Approximately 50% are Chapter I; there is a transiency rate of 30%; and the student body is 45% African-American. There is also a significant Jewish population, some of whom are recent immigrants from Russia. The principal and teachers believe that the diversity of the school is a strength.

The focus of the PDS is the children. Interns, master teachers and university faculty come together to improve teacher education for the benefit of children. At the Open House launching the PDS, about 500 parents attended, supporting the belief that if what you are doing is what parents recognize as important, they will attend.

There is a coordinator on site, with a joint Towson University and Baltimore County appointment. One classroom is devoted to intern training. It looks like an elementary school classroom and allows Towson students to focus on how to become, not only teachers, but learners. Interns are allowed two-week placements in other settings, to offset the concern that they have only had a one school experience. These Towson University students' feedback is that Owings Mills Elementary School prepares them well for any other school.

Since the initial visit, the Towson University/Baltimore County Public Schools partnership has expanded into a PDS network, involving Cromwell, Halstead and Dundalk Elementary Schools, and Eastern Technical High School.

Towson University/Anne Arundel Public Schools (Jessup Elementary School)

The partners in the Jessup Elementary School collaboration are Towson University, Anne Arundel Public Schools and Anne Arundel Community College. This is a multi-pronged collaboration among a school system, a university, and a community college. The school has children from pre-kindergarten through grade six. Students from the community college attend one early childhood course on site, observe in classrooms, and participate in inservice training and all school activities, just as the Towson University students do. This allows community college students who have not decided on teaching to see the real world of schools.

The collaboration began before grant funds became available. Both Towson University and Jessup Elementary School found that external monies are not necessarily required to begin a PDS. The emphasis is on finding ways to use existing resources differently.

The principal noted that some teachers were opposed to Jessup Elementary's becoming a PDS, while others were very much in favor of it. Those opposed left, and many new hires have resulted. Students and interns agree that, in the PDS, they do not just gain familiarity with the specific grade that they teach, but really become part of the life of the school.

The principal and faculty discovered that many of the Jessup Elementary School students cannot read on grade level; this is prevalent at the pre-K through 3 levels. Jessup Elementary School has approximately 760 students. The school goes from pre-K through 6th grade. Of the 760 students, 63% are white; 32% are African-American; 3% are Hispanic; and 2% are Asian. At the time of the STEC visit, Title I funding had been eliminated. Approximately 15% of the school's students are military dependents, who are often transient. Some children come prepared, while others come with deficiencies in school readiness skills. Many new teachers did not know how to assist the children in improving their skills, so the decision was made to move the school back to a key skill development approach. The key words became "remediate, extend, refine." The program was completely restructured, with the reading specialist taking the lead in planning and implementation. The PDS partnership has been utilized to make the plan work. Everyone has a "Blitz Kit," which is a collection of various instructional materials to assist with each child's reading progress.

A variety of approaches are available for Jessup Elementary School students, depending on their reading level. For those who are ready to read, all types of enrichment experiences are made available. For those reading beyond grade level, special experiences are available to stretch them further. The Jessup Elementary School PDS coordinator, who is also a half-time fifth grade teacher, works with these students, coordinating her efforts with the interns' activities.

With the reading specialist, the Jessup Elementary School PDS coordinator also provides staff development to interns and inservice teachers. Towson University and Anne Arundel County Schools have implemented a reading course to assist teachers in refining their skills. First and second year teachers, as well as veteran teachers, university methods students and interns all participate. Jessup Elementary School fifth grade students are involved in portfolio development, with emphasis on weekly reflection. Jessup Elementary School faculty members are developing portfolios to support their professional development plans. Towson University faculty provided a series of training workshops to assist faculty in developing these portfolios.

University of Maryland Baltimore County/Baltimore City Public Schools (Canton Middle School)

This collaboration is composed of the Baltimore City Public Schools and the University of Maryland Baltimore County. The PDS site is Canton Middle School in Baltimore City. The principal described how these collaborators are actually forming a new entity, in which each collaborator is a full partner. This new entity will improve the way teachers are prepared and allow for the development of urban school teachers.

The collaborative was developed through a constructivist approach. A joint council was formed that planned the PDS, defined the purpose of the PDS, provided introductory workshops for all members of the collaboration, and made the implementation understood by all. This council continues to meet monthly to address issues related to the PDS.

Canton Middle School is an urban school that has undergone restructuring, school improvement and reform, in order to better serve its students. Grades six, seven, and eight are housed here. Instruction is multi-grade, multi-age. The school utilizes a site-based management approach, with the principal as a facilitative leader. An interdisciplinary school improvement team oversees the educational program. Through consensus decision-making, educational renewal in the form of a school-based curriculum has been developed.

In this urban setting, there are about 750 students. Of these, 60% are White, 35% are African-American, and 5% are Native American or Hispanic. Eighty-six percent of the students receive free lunch services. This is a challenging setting, where interns have the opportunity to experience the full range of challenges of an urban school.

At the time of the visit, five Master of Arts students were interns at Canton Middle School. The internship is for one year. There is a University of Maryland Baltimore County coordinator in the building. Each intern is assigned to an interdisciplinary teaching team. The team leader is the intern's first mentor, who guides the intern through the field experiences. Another mentor is assigned in the second half of the year for the "intensive experience" (student teaching).

This is a full inclusion setting; therefore, each team is composed of language arts, social studies, science and special education teachers. Mathematics is taught separately by a mathematics team. The inclusion setting and interdisciplinary team approach provides interns with the experience of adapting lesson plans and curricula for all levels of students. Further, prior to the student teaching (second semester), they are allowed to serve as substitutes for teachers on their assigned team.

University of Maryland Baltimore County faculty are working intensively with Canton Middle School teachers, especially in mathematics and science, exploring ways to effect curricular changes and participating in research initiatives with Canton Middle School teachers. Canton

Middle School teachers will be used in the 1997-1998 school year as clinical faculty at the University of Maryland Baltimore County.

This school has numerous programs and services in place. Each team has a home principal, a psychologist, a counselor, and a full-time nurse overseen by a physician. These resources have been acquired through school/business partnerships and cooperative agreements with local health agencies. This multi-agency approach to acquiring on-site resources results in numerous school-based services being available to students. Instead of leaving the building for these services, students are able to obtain them at school without losing valuable classroom time.

There are also several citywide programs in the building, including a center for seriously disturbed students awaiting out-of-state placements, and the Diagnostic Assessment Center, where referrals are made for students who need to learn self-control and coping skills before returning to their home schools. In addition, the Canton Middle School teachers have developed an on-site day care center for their own children that is staffed by licensed workers. Dedicated space also exists for the interns.

Canton Middle School has been able to obtain grants from private and public sources to develop the technology to support its instructional program. Therefore, interns are involved in learning many of instructional uses of technology. The school has a network of file servers, CD-ROM players, and over 200 third-generation IBM/Tandy/Macintosh computer work stations. This network links every classroom and office in the school, allowing students access to them daily. There is a distance learning laboratory. All classrooms have telephones, and voice mail links all the telephones in the building, and provides improved access to parents. A homework line operates twenty-four hours a day, and parents can contact teachers directly at their desks during the school day. The media center has a closed-circuit television system, and state-of-the-art software and catalogues.

University of Maryland/Prince George's County Public Schools and Montgomery County Public Schools (Adelphi, Cool Spring, Jackson Road, and Kemp Mill Elementary Schools)

This University of Maryland collaborative includes a four school network of the Prince George's County Public Schools (PGCPS) of Cool Spring and Adelphi, and the Montgomery County Public Schools (MCPS) of Jackson Road and Kemp Mill . All are elementary schools. The site visit took place at Jackson Road Elementary School. Two teachers from Adelphi Elementary School also attended, as well as the principals of the other schools.

This collaborative network is unique because it crosses county lines. This model allows diversity in students and teachers. Cool Spring Elementary School is a special education inclusion site. All the schools in this network are diverse. Jackson Road Elementary School, for example, has a student body of 514 students; it is 41% African-American; 33% white; 12% Asian; and 14%

Hispanic. Economically, 36% of the students have free or reduced lunch. Jackson Road Elementary School has the fewest free and reduced lunch students in the network. There is a 29% mobility rate. All four are Title I schools.

Each semester, according to the principal of Jackson Road Elementary School, there are five or six student teachers and about the same number of methods students in the building. Some teachers have one of each in their rooms.

The program coordinator is supported through combined funding from the University of Maryland Office of Laboratory Experiences, the Eisenhower Grant, and the University of Maryland Department of Curriculum and Instruction. This position was created to provide consistency between the two school systems and the University of Maryland.

This collaboration focuses on an inquiry group approach. The teachers choose a theme and set the agenda for pursuing it. Research is done on the topic. For example, all inquiry groups are spending some time on the area of literacy. Another group is looking at the development of mathematics instruction across grade levels. Groups may study the special needs of ESOL students. When appropriate, groups go into classrooms to observe demonstration lessons. The groups, the topics and the observations are across grade levels. Each inquiry group period is for one-half a day, at least three times per semester. The placement of student teachers in the school allows release time for teachers to conduct their research. Student teachers take over the classes during these times.

The Prince George's County Division of Instruction has a representative who participates in the inquiry groups and serves as co-chair of the PDS Network Site Team. Thus, the collaboration extends into the school system administration.

In a video presentation, the principal of Cool Spring Elementary School discussed how, in this collaboration, each individual child is valued. Multi-age configurations in the classroom allow each student to learn at his/her own pace. The principal noted that as the University of Maryland faculty become more involved with the PDS, they have seen that instruction is different in non-traditional settings.

SUMMARY OF FINDINGS

Using the *Common Understandings About Professional Development Schools* (Appendix B) as a framework, the STEC presents the following findings about the Maryland PDSs. Selected examples are used to illustrate the findings; these examples are not meant to represent every instance of adherence to these principles.

The *Common Understandings,* briefly, are as follows. (The full text appears as Appendix B).

1. Promote deep, systemic collaboration and interaction;
2. Extend linkages with school reform efforts.
3. Create "learning organizations" which become sites for research and inquiry.
4. Integrate technology.
5. Support simultaneous renewal efforts.

#1 Promote Deep, Systemic Collaboration and Interaction

In the *Common Understandings,* this concept includes the promotion of deep, systemic collaboration and interaction between and among state agencies, college and university faculty, school system personnel, feeder and exit schools, community representatives, and parents and students. The following describes how the PDSs adhere to these standards.

By their very existence, the PDSs in Maryland exhibit collaboration. The PDSs have formed a network, known as the Maryland Professional Development School Network. In this network are: MSDE; MHEC; nine colleges and universities; three community colleges; and ten local public school systems. These educational agencies have entered into a network of PDSs, designed to be, as advocated by the Holmes Group (1986), "new institutions: a place for the development of novice professionals, for continuing development of experienced professionals and for the research and development of the teaching profession."

In the STEC visits to the Maryland PDSs, the Council members reviewed evidence of this common understanding. The ten sites that STEC visited have collaborated with MSDE and MHEC to obtain federal and state funding designed to implement the policies of the *Redesign*. Some sites, such as Jessup and Owings Mills Elementary Schools, have been creative in combining funds from numerous sources to augment federal or state grants. MSDE has been involved as a support system, and is also coordinating external program evaluation and data collection at each site.

College and university faculty collaboration and interaction were evident at sites such as Bladensburg High School, Canton Middle School, and Owings Mills, Pointer's Run and Jessup Elementary Schools, for example, where on site college/university faculty are field supervisors;

teach some courses on site; work with local school faculty to strengthen instruction by developing an integrated curriculum; and work together on portfolio development. At the Loyola College/Rockburn Elementary School PDS, school system personnel are adjunct instructors. A variety of collaborative committees have been formed at the PDSs, e.g., a Professional Development Steering Committee at the Loyola College PDS, an Advisory Board at the Bowie State University PDS. It is not uncommon for university coordinators and interns to serve on school improvement teams. The site coordinators serve as an important link between the schools and the colleges/ universities, providing a bridge between the two educational cultures. Thus, the reading needs of Jessup Elementary School students resulted in assistance being sought by the school and provided by the university for a schoolwide reading program, and subsequent changes in the university's reading course because of changes observed during the process.

The PDSs seem to promote collaboration and interaction between and among school system personnel and participants from higher education. "Blurring of roles" is often viewed as a side effect to PDS partnerships. Owings Mills Elementary School was undergoing restructuring, including the development of a collective vision and a mission statement, when it approached Towson University as a partner. School system and university personnel at the Towson University/Owings Mills Elementary School PDS have been involved in planning and developing a shared vision regarding goals, organization, structure, and evaluation. This also occurs at the Johns Hopkins University/Sparrows Point and Pointer's Run/Swansfield Elementary School sites and at Loyola College/Rockburn Elementary School. Mentor teachers at the Johns Hopkins University/Sparrows Point PDS worked with the university personnel during the summer to develop the program structure for the interns and teachers. Mentors, site coordinators, and university faculty at Johns Hopkins University/Pointer's Run and Swansfield Elementary Schools, Loyola College/Rockurn Elementary School, and Bowie State University/Bladensburg High School PDSs have been co-presenters at local, state and national conferences.

The concept of promoting collaboration in feeder and exit schools is in use at two sites and an emerging focus at two other sites that STEC visited. Two of the sites, College of Notre Dame/Harford County and Johns Hopkins University/Sparrows Point, incorporated the concept of feeder and exit school collaboration into their models, from inception. Each developed a PDS that includes a high school with its middle school and elementary school feeders in a cluster model. Other PDSs originated at single sites where school system and college/university personnel entered into educational dialogues that resulted in partnerships. Bladensburg High School, a State Challenge school, was also undergoing reform and restructuring when the partnership with Bowie State University began. This PDS is now at a level of development where the collaborations can support moving toward expansion into their feeder schools.

STEC saw evidence of community representation at PDS sites. The PDS at Rockburn Elementary School has formed alliances with, and received resources from, community business partners. At the Towson University/Jessup Elementary School site, parents and local businesses have cooperated to equip and build a computer center.

Promoting deep, systematic collaboration and interaction is an essential component of PDSs. All stakeholders: state agencies, college/university faculty, school system personnel, community representatives, parents and students are engaged in a process that is designed to critically reflect on how to train the highest quality teachers so that students receive the highest quality education. These partnerships are designed to promote learning for all those engaged in the process, thus matching the approaches advocated by John Goodlad and by the Holmes Group. The development of these partnership models is an evolutionary process, and that evolution is now underway in Maryland.

#2 Extend Linkages With School Reform Efforts

As described earlier, the *Redesign* became State policy in May, 1995. Each of the PDSs visited by STEC, whether state or federally funded, represents a pilot effort to respond to a key component of the *Redesign:* that PDSs are the most desirable means of implementing many of the elements of the *Redesign*. In funding these PDSs, it was expected that they would represent multiple models, at various stages of development on the continuum of implementation. Further, the PDSs are expected to function against a background of the K-12 student education reform efforts in the State as exemplified by the statewide Core Learning Goals, the Maryland School Performance Assessment Program (MSPAP), and other assessment initiatives, such as the functional tests. The PDSs, then, are designed as vehicles to align teacher education reform with K-12 student reform. Indeed, State policymakers and other educators are now describing education in Maryland as a K-16 endeavor; further, learning to teach is described as a continuous, life-long, educational process.

To qualify for funding support, each PDS has certain elements of the *Redesign* in common. Each represents a mentored, extended clinical experience. These vary from the one year immersion models of Johns Hopkins University, Bowie State University, Loyola College, Mount St. Mary's College and University of Maryland Baltimore County to those that have extensive field experiences coupled with sixteen to eighteen week student teaching experiences, such as Notre Dame College and the University of Maryland, to Towson University's two year field experience/internship. Through these extended clinical experiences, the PDSs become sites for linking school based reform initiatives with the university teacher education process. This increased articulation between theory and practice is another theme of the *Redesign*, and allows preservice teachers to connect their pedagogical preparation to school experiences early in their education. Teacher candidates have the unique ability to learn theory and immediately test its practical applications in real schools with real children, as witnessed by STEC in numerous PDSs. This provides a feedback loop with college/university faculty that allows field testing of their instruction.

The PDS models are expected to expose preservice teachers to diverse student populations, another element of the *Redesign*. This diversity may be economic, ethnic, and/or developmental. The Bowie State University/Bladensburg PDS, for example, has over twenty countries represented in its student body. A similar situation exists in the University of Maryland/Prince George's and Montgomery County PDS. Rockburn Elementary School, Canton Middle School, Pointer's Run Elementary School and the Harford County cluster PDSs are special education inclusion sites.

Jessup Elementary School, Owings Mills Elementary School, and Canton Middle School have large free and reduced lunch populations. The experiences that preservice teachers have in these PDSs are enriched and strengthened by the diversity they find, and by the strategies they develop to address it.

Continuing professional development for inservice teachers is critical to the implementation of the *Redesign*. Learning to teach is described as an ongoing, lifelong process. PDS teachers are offered opportunities to attend workshops and seminars on-site, offered by the collaborating college/university. These are usually not restricted to mentor teachers, but are open to all. Examples of higher education institutions offering such opportunities are Bowie State University, Johns Hopkins University, University of Maryland Baltimore County, Towson University, and Loyola College. Some of the higher education partners also offer reduced tuition for inservice teachers wishing to take courses on the campuses. Further, school system faculty and higher education faculty engage in cooperative research projects at these PDSs, often presenting jointly at state and national meetings. Loyola College and Towson University have also utilized PDS teachers as clinical faculty in PDS and campus-based courses.

The use of standards is best exemplified in the development of preservice teacher portfolios, a performance-based assessment method, cited in the *Redesign*. Using as a framework either Interstate New Teacher Support and Assessment Consortium (INTASC) standards (Johns Hopkins University) or the Maryland standards, the *Essential Dimensions of Teaching (EDoTs)*, pre-service teachers at PDS sites are guided in the development of a portfolio that documents what they know and are able to do. These portfolios are living documents, which are begun at the onset of the internship and which emphasize reflection for continuous growth and improvement. As a form of assessment, the portfolio is often used formatively during PDS internships and summatively at the end of the program, when interns present and defend them before an evaluation panel. At the time of the site visits, portfolios were being used at all the PDSs.

Curriculum changes have occurred as a result of PDS experiences at several of the sites. Bowie State University, Towson Universtiy, and Johns Hopkins University have developed course structures which differ from traditional ones in form and design. At Towson University/Jessup Elementary School, the coordinator participated in a schoolwide reading improvement project, and as a result, made alterations in the university reading course she teaches on campus. University of Maryland Baltimore County and Canton Middle School faculty and Mount St. Mary's College and Frederick County mathematics/science facilitators have partnered to make major alterations in the science and mathematics curricula and delivery in the PDS. At other sites, testimony of participants indicates that, as regards coursework, interns provide a source of communication between the two educational agencies, experiencing as they do the curricula of both. Other approaches to curricular change include the case-based and inquiry group methods that are used by Johns Hopkins University and University of Maryland, allowing faculty from both higher education and school systems to focus on particular areas of concern. At the University of Maryland/Prince George's and Montgomery County sites, one inquiry group is looking at new ways of presenting mathematics across grade levels. This collaborative approach to curricular

change increases the likelihood that the results will be improved learning experiences for all students.

As PDSs continue to focus on linking teacher preparation with K-12 student learning, areas still requiring attention include using data to drive curriculum change and mastering strategies which lead to improving student performance on state and school system required assessments. In PDSs, teacher candidates learn with practicing teachers.

#3 Create Learning Organizations

The STEC visits documented that Maryland's PDSs exhibit an array of initiatives underway to create "learning organizations," sites for research and inquiry into teaching and learning. The continuous, and often simultaneous, professional development of preservice and inservice educators is the cornerstone of the PDS effort in Maryland.

For preservice educators, the extended internship (with university coursework often delivered on site) enables them to be immersed in the totality of authentic school culture. The interns are in classrooms, but they also participate in faculty committees/meetings, school based staff development, parent conferences, and extracurricular activities. The college/university faculty have become immersed, as well, as they provide on site coursework, and spend additional time in public schools through involvement on school improvement teams (Rockburn Elementary School and Owings Mills Elementary School), steering committees, and advisory groups. They also have the experience of teaching and learning in multiple contexts. As accepted members of the school community, interns and college/university faculty have learned that schooling is "context heavy" and that expertise also resides in K-12 education, where practice shapes theory.

The extended internship has immediate benefits for the K-12 students in the PDS sites. In each PDS, the additional adult(s) in classrooms were viewed as an obvious benefit to the students and teachers, providing instruction, from accelerated to remedial, that would be otherwise unavailable. In several PDSs, (e.g. Towson University/Owings Mills Elementary School, Bowie State University/Bladensburg High School, Mount St. Mary's College/Frederick County Schools, and University of Maryland Baltimore County/Canton Middle School), interns provided tutoring to support student learning for MSPAP and/or the Maryland functional tests.

All of the PDSs have incorporated some form of performance based assessment of interns, primarily portfolio assessment, and several of the partnerships (e.g. Loyola College/Rockburn Elementary School, Johns Hopkins University/Sparrows Point Cluster, Johns Hopkins University/Pointer's Run and Swansfield Elementary Schools, Mount St. Mary's College/Frederick County Public Schools, College of Notre Dame/Harford County Public Schools, Towson University/Jessup Elementary School, and Bowie State University/Bladensburg High School) have extended the portfolio assessment model to inservice educators on a voluntary basis. The involvement of inservice educators in designing and assessing the portfolio assessment

for interns has demonstrated that field based knowledge is important, and furthered joint responsibility for preservice education.

Evidence that PDSs are sites for inquiry as a means to transform teaching and learning practices often comes from the testimony of teachers. They frequently expressed the belief that modeling for, and mentoring of, interns promotes reflection and reassessment about the way they think and teach. Beyond this individual mentoring and modeling, the presence of an additional adult in the classroom, as well as the availability of incentives, have provided numerous opportunities for teachers and university faculty to engage in continuous improvement. These include opportunities for classroom visits in their own and other buildings, peer coaching, and inquiry groups. This is true at University of Maryland/Montgomery and Prince George's County Public Schools, Towson University/Owings Mills Elementary School, Towson University/Jessup Elementary School, and Johns Hopkins University/Pointer's Run and Swansfield Elementary Schools. Simultaneously, preservice and inservice educators, teachers and administrators, as well as the University faculty, have new colleagues with whom to explore shared concerns, seek to answer them systematically, and use their findings to inform their practice.

The PDS movement has created many new roles for public school teachers and administrators that have provided additional growth opportunities. Serving as school site liaisons, steering committee members, conference presenters, and providing on-site supervision, etc., provides new avenues for leadership and professional development. Another indicator of the success of the collaboration has been the utilization of K-12 faculty as adjunct faculty by the higher education institutions for coursework taught on campus as well as at the PDS site. Such examples strengthen the K-16 partnership and demonstrate recognition of the expertise of the public school teachers as scholar practitioners and further minimize status differentials between the partners.

In a more formal realm, graduate and inservice courses have been provided for the PDS faculties, with a range of topics including multicultural education, supervision of student teachers, technology, teacher as researcher, restructuring, etc. In several of the grant funded sites, teachers have received tuition waivers to facilitate their participation in the graduate courses.

Through various collaborative seminars, workshops, institutes, faculty meetings, study/inquiry groups, etc., PDS participants have explored topics including literacy, National Council of Teachers of Mathematics standards, portfolio development and assessment, integration of technology, science education initiatives, special education inclusion, MSPAP, multi-age grouping, and action research.

Additionally, all parties in the PDS--interns, public school teachers and administrators, college and university faculty and administrators--have participated in dissemination of information and "best practices" beyond the walls of the PDS--through intervisitations, state PDS network meetings, and state and national conferences.

In summary, the STEC review of PDSs documents that Maryland's PDSs are becoming communities of learners and sites for research and inquiry, leading to changed teaching practices in which all participants, both adults and children, are continuous learners. Finally, the STEC review validates that these ten PDS sites are making significant progress in the implementation of Maryland's *Redesign of Teacher Education*.

#4 Integrate Technology to Support and Enhance Learning

Based on STEC visits, there are numerous examples of PDS sites meeting the indicators under the *Common Understandings* that professional development schools integrate technology to support and enhance learning by modeling appropriate and "cutting edge" technology applications. Technology is utilized in most of the PDSs. Capabilities range from distance learning laboratories, to "smart classrooms"(multi-media equipped), to computer laboratories, to a few computers scattered throughout a building. Each collaborative uses technology somewhat differently. For some, such as Canton Middle School, it is a daily fact of life, infused through every aspect of instruction. For others, it is an additional learning resource, especially in language arts and mathematics. As shown in Appendix D, seven of the institutions of higher education that are PDS partners have a computer course required for at least elementary education majors, as either a general education requirement or as part of the teacher education sequence. The other two have infused technology training into several of their courses. Thus, interns often come to their clinical training with computer skills that allow them to assist veteran teachers in classroom use of technology.

Videotaping, for example, is used in some mock lesson development and as a communications mode within PDSs. Towson University, for example, arranged a network-wide staff development day for all its sites and videotaped the workshops and presentations to be used continuously as resources. Likewise, the University of Maryland/Montgomery and Prince George's County partnership uses videotaped presentations as a way to communicate across sites, in lieu of single-day, single-site conferences. Further, this PDS is developing a new mathematics course that utilizes computer and other technology. Videotaped presentations are regularly used by network participants for information exchange when group meetings are not possible.

Towson University presented a series of teleconferences that linked together those engaged in PDSs and those interested in PDSs across the entire state. For two years, these teleconferences provided a forum to discuss issues, compare experiences, and hear testimony. The advantages are obvious: it would have been virtually impossible to gather these disparate participants together for a conference several times a year.

At the Bowie State University/Bladensburg High School site, there is a computer laboratory in the school, and Instructional Framework, a computer-based instructional strategy training system, is used to model exemplary lessons and in mentor/intern training. Videotaping of interns'

presentations of mock lessons provides opportunities for peer review, teacher review, and self-criticism. On-site training in using distance learning is offered to interns as part of a regular seminar series at the College of Notre Dame/Harford County PDS. A Johns Hopkins University instructor provides on-site instruction for interns and teachers at the Sparrows Point Network.

Interns have developed computer assessment programs for students and created individualized computerized student learning packets at the Johns Hopkins University/Sparrows Point Network. At the Loyola College/Rockburn Elementary School PDS, a computer course is offered on-site by Loyola College faculty, and the school is moving toward greater use of the Internet throughout the building. Further, the gifted and talented teacher from Rockburn Elementary School offers a technology course at Loyola College. In the Mount Saint Mary's College/Frederick County Public Schools there are computer laboratories in the cluster schools, and closed-circuit television capability is used for classroom observations and critiquing of lessons. At Towson University/Jessup Elementary School, there is an on-site learning laboratory at the school for use by students, faculty and interns. The laboratory is connected to Towson University for networked lessons and meetings between school and university personnel. Other sites, such as Owings Mills Elementary School and Bladensburg High School, have computer laboratories on-site, which are used to augment the academic programs and for tutorials.

The University of Maryland Baltimore County/Canton Middle School site has a concentration of equipment and resources not evidenced at any other site. In addition to the resources described earlier, there is a wide array of supporting equipment for creating site-specific programs and software. Creation of programs, software, assessments, as well as research by interns and teachers are all regular applications of technology. Technology is completely infused into classroom teaching throughout the building.

Technology is used to assist in data collection at several of the sites. For example, technology is used for student tracking and record maintenance/transfer at Bladensburg High School, which is a highly transient school. At Rockburn Elementary School, technology is used for tracking interns who have completed the program. At Canton Middle School, a "Homework Hotline" and Voice Mail are used for communication to all families about their students and for assessment purposes in mathematics, science, and language arts. The University of Maryland/Montgomery and Prince George's County PDS utilizes videotaping extensively for multiple purposes, including assessment of interns.

Opportunities for collaboration and external discourse are provided through the use of technology. The Harford County schools are networked through a distance learning laboratory and the Internet for sharing of seminar information and student data. Closed circuit television in classrooms is used for observations and feedback among collaborators in Frederick County. At Canton Middle School, lessons are developed that, through technology, may be replicated and made available to all. In the PDSs, technology appears to be emerging as an important element in the educational process.

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#5 Support Simultaneous Renewal Efforts

This culminating *Common Understanding* contextualizes many of the indicators of the other understandings and describes outcomes of the PDS movement in Maryland. Much of the discussion in professional literature on education reform limits itself to the schools, presuming that universities are the agents rather than the objects of reform. This perspective perpetuates an inequity of power and knowledge. Goodlad's concept of simultaneous renewal was intended to communicate first and foremost that the burden for reform falls equally on schools and universities where teachers are prepared. The PDS partnerships nationally and in Maryland are consistent with this view. It is most clearly in evidence when schools and their university partners put structures in place to assure equity, to acknowledge and expand distributed expertise, and to institutionalize reciprocity and articualtion in teacher education.

Process indicators of simultaneous renewal include: interinstitutional discourse, shared governance, role re-definition, equitable allocation of funds, joint identification of a new mission for the partnership, reciprocal reforms, and fostering equity and multiculturalism. Product indicators are: allocated time for professional development of teachers, recruitment and retention of teachers trained in the PDS, institutionalization of reforms, and systemic reform (i.e., beyond the PDS). A general discussion of examples, bearing on the indicators, that were observed during STEC's site visits follows. This discussion is presented in order to suggest the variety of ways that PDS efforts are addressing elements of this *Common Understanding*.

Evidence of dialogue between school and university representatives took a variety of forms. In a few cases, discourse began before the PDS effort was implemented, as a way of orienting new participants and setting a direction. For example, the Towson University/Owings Mills Elementary School initiative began with an examination of the research base on organization change. The Bowie State University/Bladensburg High School PDS was launched by a jointly convened advisory board that started with determination of principles and moved through specific details of program design, with the State serving as the organizer and convener of the initial project. More common than pre-implementation discourse was post-implementation discourse around specific programmatic elements, such as: portfolio design workshops conducted at Jessup by Towson University personnel, and summer work groups for teachers that focused on program structure and data collection in the Johns Hopkins University/Sparrows Point Cluster PDS.

The establishment of jointly constituted advisory boards, formal letters of agreement, and/or governing councils composed of representatives of PDS stakeholders were the types of evidence of shared governance observed at the sites. The Johns Hopkins University/Pointer's Run and Swansfield Elementary Schools steering committee is one such example. Another variation was seen in the University of Maryland/Prince George's and Montgomery County site team which includes teacher, administrator and faculty representatives from the University of Maryland and four schools (two from each county). This site team devoted several meetings to developing letters of agreement that govern the decision-making structure for the PDS. Harford County,

facing the same challenges, formed an oversight committee comprised of representatives from Harford Community College, personnel from eight partner schools, Harford County central office staff, as well as College of Notre Dame faculty. Overall, about one half of the PDS sites have instituted some form of shared governance.

One key feature of simultaneous renewal is the way in which personnel alter their traditional roles in order to attain the goals of a PDS. The blurring of institutional boundaries and structuring of collaborative partnerships are made possible by redefinition of roles and responsibilities. For example, teachers at the Sparrows Point Cluster may be designated as site supervisors and given release time, so they may serve as links between the school and the Johns Hopkins University campus program. Teachers, like those at Jessup Elementary School, may offer courses in collaboration with university instructors. At Canton Middle School, all teachers on a given team serve in the mentoring role, rather than utilizing the traditional single mentor teacher model. Teachers at Pointer's Run and Swansfield PDSs are engaged in collaborative action research with university faculty. Harford County Public Schools administrators serve as mentors to students.

While most of the PDSs exhibited evidence that teachers' roles in the PDS were changing, there was less evidence that university personnel were acquiring new roles to the same degree. With the exception of site supervisors, university personnel appear to continue to teach college students, administer projects, and provide staff development opportunities for school-based personnel (although, often on-site as opposed to on campus). Significant changes in university faculty job descriptions and roles do not seem to be norm. Also, having one or more PDSs does not at this point lead to participation by many university faculty. Overall, only a small proportion are involved.

Each of the PDS sites visited by STEC was the recipient of some type of external funding, and all were committing some internal resources to the efforts. One feature of institutions undergoing renewal is identification of innovative mechanisms for obtaining and spending resources to support the initiatives. Further, collaborative partnerships are characterized by the equitable control and allocation of resources among the partners. Stipends for mentors (all sites) and interns are the most common expenditures reported (e.g., Bladensburg High School and Pointer's Run and Swansfield Elementary Schools). The University of Maryland/Prince George's and Montgomery County PDS has a mechanism by which PDS participants can apply for and receive funds for PDS-related projects, including action research, conference and seminar attendance, and PDS administrative functions. The Mount St. Mary's College/Frederick County Public Schools PDS has a Teacher Research Grant program; proposals must show a connection to the school improvement plan. These few examples may reflect the early stages of development of these new structures and the lack of appropriated ("hard money") funding mechanisms.

To achieve joint mission identification, the PDS modifies each institutional mission, taking into account that of the other partner, so that teaching and learning for all individuals becomes the common mission. Two examples of PDSs that jointly identified their missions in advance of forming the partnerships are the Owings Mills Elementary School and Canton Middle School

PDSs. More commonly, it appears that partners are engaged in the evolutionary definition of the PDS mission as the work proceeds.

In a PDS collaborative, each partner exercises influence over the changes in the other. Most of the PDSs visited by STEC were engaged in some movement toward reciprocal reform. At the Jessup Elementary School PDS, for example, the partnership resulted in changes to Towson University course syllabi, reflecting changes in instructional approaches to reading at the PDS. Grounded in their field experience, the Pointer's Run and Swansfield Elementary Schools PDS interns generated questions and problems to which Johns Hopkins University faculty, departing from the normal course structure, responded with knowledge and activities tailored to solve these specific problems and to answer these timely questions. In the Loyola College/Rockburn Elementary School PDS, college coursework hours are redistributed around interns' working schedules. Rather than a prescribed timeline for course completion, the students are held accountable for completion of the required courses prior to completion of their internship. University of Maryland is redesigning portions of the elementary education program delivered to PDS participants to address the educational needs of the economically and culturally diverse populations served by the four schools in its PDS.

The conceptual basis for PDSs is grounded in the growing disparities in education provided to the wealthy and the children of the majority culture as compared to the children of the poor, the ethnically and linguistically diverse and families of color. The *Redesign,* also, is grounded in improving the education of students most at risk. Most of Maryland's PDSs serve diverse student populations. The effect of the PDSs reforms on multiculturalism and equity includes the PDS-based course "Teaching in a Multicultural/Multiethnic Society" at Owings Mills and Jessup Elementary Schools, the infusion of multicultural education principles that is consciously designed into the Bowie State University/Bladensburg High School program, and the developmemt at two schools in the University of Maryland/Prince George's and Montgomery County PDS of multi-age configurations for grouping primary grade children. The idea behind this multi-age configuration is that it necessitates individual student assessment and instruction, rather than reliance on grade level norms, which in turn reduces the risk of negative cultural stereotyping.

Professional development in a reform atmosphere should not be tacked on to existing job descriptions and already full work schedules. Thus, the PDSs visited by STEC have devised various and creative ways to integrate professional development, teaching, and learning. The resulting communities of learners have become a fundamental fact of life in these schools. Whenever feasible, time spent in building and operating the PDS is carved out of, rather than added to, the school day. One outcome is that, in these schools, teachers observe other teachers at work, a practice not usually followed in traditional schools. The College of Notre Dame/Harford County, Towson University/Jessup Elementary School, Johns Hopkins University/ Pointer's Run and Swansfield Elementary Schools, Loyola College/Rockburn Elementary School, and the University of Maryland/Prince George's and Montgomery County PDSs capitalize on PDS interns' coverage of classes to free teachers for observation, attendance at shared governance meetings, and for research and inquiry.

The induction period for new teachers has been characterized by the need for retraining, in order to either fill gaps left by university-based programs or to reconcile inconsistencies between university and schools' approaches to teaching, assessment, curriculum implementation and/or classroom management. Not surprisingly, many new teachers leave the profession in the first three years of employment. In the PDS, opportunities exist to reconcile these differences during the internship period. Testimony from PDS teachers and administrators consistently points to the breadth and depth of the preparation of interns and their readiness to assume full classroom responsibilities. Aggressive recruitment and hiring of PDS-trained teachers has become one of the principal outcomes of the PDSs.

To assure that the PDS efforts result in lasting institutional reform, the participants have been exploring various mechanisms that will increase the likelihood that PDSs will become self-sustaining to some degree. Innovations in funding emerged as a central theme, as did the importance of a predictable funding stream for PDSs. In attempting to institutionalize reforms, there is also a recognition of the need for changes in the prevailing university system of compensation and rewards for faculty involved in PDS efforts. Currently, senior tenured faculty, who have already fulfilled scholarship and publication requirements, are in the best position to carry the weight of reform. However, induction of junior faculty members into the PDS reforms, the only way to assure a sustained renewal, is discouraged by the tension between research and practice created by the present system of promotion and tenure.

One indicator of institutional reform is the reorganization of traditional departments and divisions within the organizational chart. In the PDS sites visited by STEC, a number of instances of this type of change were observed. In particular, STEC observed the incremental merger of special education and general education preservice programs into inclusive teacher preparation programs (e.g., Loyola College/Rockburn Elementary School, University of Maryland Baltimore County/ Canton Middle School, University of Maryland/Prince George's and Montgomery County PDSs).

Beyond the K-12 schools and colleges of education, the education of children is of great interest to communities. This wider community context is emerging in PDS activities and reforms. An example of systemic reform is the inclusion of community colleges of Anne Arundel, Frederick and Harford Counties, where students in their first two years of college are now having an opportunity to participate in PDSs during introductory education courses.

Finally, especially commendable efforts are underway at several sites to creatively involve parents in the PDS reforms. For example, the Towson University/Owings Mills Elementary School PDS's open house attracted an overflow crowd of parents. Several PDS steering committees and advisory groups have parent representation, and Towson University/Jessup Elementary School PDS's interns are learning to work with families rather than simply with children. This broader perspective does reflect the PDS concept that simultaneous renewal efforts to reform education are the concern of all members of the community.

CONCLUSIONS AND RECOMMENDATIONS

For three years, STEC has studied the PDS movement in Maryland, first from a theoretical framework and then from an operational perspective, through a series of site visits. STEC was anxious to discover if the PDSs exemplified multiple models, showed fidelity to the *Redesign*, and provided continuous professional development for preservice and inservice teachers. The conclusions and recommendations from the study follow.

The professional development schools (PDSs) in Maryland are meeting the initiatives of the *Redesign of Teacher Education*, as defined by the *Common Understandings About Professional Development Schools*, a document created by the partnerships to guide the development of the U. S. Department of Education Dwight D. Eisenhower professional development grant.

Overall, STEC concludes that Maryland's *Common Understandings* about Professional Development Schools allow for multiple models of PDSs to implement the recommendations of the *Redesign*, with a great deal of site-specific variation. Therefore, it is recommended that future PDS models should address the *Common Understandings*.

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Conclusion: The PDSs are intended to be the cornerstone of the *Redesign of Teacher Education*. To begin the implementation phase of the *Redesign*, MSDE and MHEC have appropriately encouraged the development of multiple models of PDSs. STEC concludes that the PDSs are effective vehicles to implement the tenets and maintain the momentum begun by the *Redesign*.

Recommendation: In order to maintain the momentum of the *Redesign* and continue the emergent development of the K-16 reform agenda, the PDSs must be supported and expanded in the future at the higher education and school system levels, as well as at MSDE and MHEC.

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Conclusion: State and federal monies were expended to develop the many PDS models. STEC concludes that where these external funds have been spent, there is evidence of change and overwhelming evidence that the monies were spent for the purposes for which they were intended.

Recommendation: 1) In order to maintain the momentum of the implementation of the *Redesign* and to insure linkages with statewide K-12 educational reform, continued funding should be sought for current and future PDSs. 2) Pilots are expensive, but as these become self-sustaining and institutionalized over time, the dollar expenditures should become more level and predictable. Rather than continuing the current approach of equal funding for all, future funding should be

tied to progress in implementing the *Redesign*. This performance-based approach would allow the use of incentive/recognition grants for all exemplary PDSs.

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Conclusion: When the site visits were made, there was often an unevenness among PDSs, as far as the level of implementation that was evidenced. STEC concludes that despite this unevenness, there were a number of common elements present at all PDS sites. They include: new energy; evidence of in-depth preservice teacher education; continuing professional development opportunities for inservice educators; K-16 articulation; an atmosphere conducive to learning for children, which addresses high standards; and evidence of many types of collaboration.

Recommendation: In order to minimize this unevenness and the growing pains of creating a new entity, the "older" PDSs should be encouraged to network with the new and evolving PDSs in systematic fashion. State education agencies, MSDE and MHEC, should enhance this exchange, by continuing to sponsor, for example, meetings, conferences and forums that will allow this systematic networking.

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Conclusion: Creation of a PDS involves systematic reform of two ongoing educational institutions, the colleges/universities and the school systems. The institutionalization of PDSs involves making them ongoing entities. STEC concludes that to effectively create these new entities, some change must occur within both the higher education institutions and the school systems. However, it must be recognized that change occurs slowly within these institutions. In particular, some institutional personnel policies impede the expansion and establishment of sustainable reforms.

Recommendation: Within the school systems, there should be a sensitivity to the need for some permanence of key personnel, since change is slow and requires continuity. For the higher education institutions, the reward structures should be modified to recognize PDS activities in evaluation and promotion of faculty, especially junior faculty.

In summary, the Professional Development Schools in Maryland are collaborative partnerships designed to implement the recommendations of the *Redesign of Teacher Education*. Each PDS is a unique model, with its own structure and mission. STEC has been fortunate to see these new educational entities as they emerge and to witness the commitment of those engaged in the process. Hopefully, this study will help to guide the continued successful development of these PDSs and the formation of new ones.

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All these PDSs are currently supported by grant funds. Institutionalization of the PDSs and expansion of the PDS Network is dependent on finding new, dependable, appropriated funding sources for the PDSs. STEC will continue to seek information about the progress of the PDSs and remains committed to the expansion of the PDSs as implementation models for the *Redesign*. STEC members expect to participate in statewide conferences and other meetings to disseminate the results of their efforts and to learn more about ongoing PDS efforts. Implementation of the recommendations of the *Redesign* will continue to occupy STEC in its next term, as Maryland's educational community seeks to train the best teachers to provide the best education possible for every child in the State.

APPENDIX A

State Teacher Education Council Interview Protocol

STATE TEACHER EDUCATION COUNCIL REVIEW PROTOCOL

The small working committee within the State Teacher Education Council (STEC) was charged with finding a means for each visitation group from STEC, which makes a site visit to a Professional Development School (PDS) to obtain the fullest possible picture and to develop a consistent body of information. To that end, the following questionnaire has been developed. The questions in Part I are a consensus of discussions in recent meetings. The questions in Part II are based on the recommendations in the *Redesign*.

Part I

1. What do you think is working?

2. What do you think is not working?

3. What would you change?

4. Do you see any differences since the PDS began? What do you think might be unintended consequences or outcomes resulting from the PDS (these can be positive or negative)?

Part II

Recommendation 6

- For the IHE personnel:

-What is the status of your program with regard to providing a PDS experience for every eligible student intern?

- How is your institution defining "extensive?"

- What does "specially designed" mean in your institution? What changes have occurred because of the *Reform*?

- For the Interns:

- What do you understand is different about your PDS experience as compared to the more traditional student teacher models?

- For the Mentors:

- What changes do you see in your role as compared to more traditional student teaching models?

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Recommendation 7.

- For IHE Personnel and Interns:

- What are the requirements for entering student teaching?

- Are there any different requirements for entering the PDS experience?

Recommendation 8.

- For All:

- Is portfolio being used?

- What is the framework for the portfolio organization: *EdoTs*, other standards?

Recommendation 9.

- For Principals/Teachers:

- Is there a School Improvement Team (SIT) in the PDS?

- For All:

- What is the role of college/university faculty on the SIT?

- What is the role of interns on the SIT?

- Do college/university faculty and/or interns serve on other school committees?

- Do all collaborators participate in technology training and other staff development experiences?

Recommendation 10.

- For All:

- How are you using technology?

- Is computer instruction intrinsic to instruction, or is it an "add on"?

Recommendations 11 and 12.

- For All:

- How is attention to diversity issues demonstrated in the school?

- Is this a school where the student body is diverse? If not, how are diversity issues addressed, especially for the interns?

- Is this a special education inclusion site?

- Are there opportunities to interact within the PDS with parents and community members? Does this extend to off-site activities.

Recommendation 13.

- For Mentors:

- What incentives are there for mentors to encourage them to work with an intern?
Examples:
  - Stipends?
  - Tickets to sports and other special events?
  - Staff development opportunities or special courses?
  - Attendance at conferences? Presentations at conferences?
  - Inservice credits (applicable to recertification) for mentors?

- For Interns:

- What incentives are there for interns in the PDS setting?
  - Do any exist? Are any needed? What suggestions do you have?
  - Do the differences between the college/university calendar and the school system calendar present a hardship or disincentive to you to participation in the PDS?

- For Principals:

- What incentives are there for mentors?
- If applicable: Are other faculty included in any special courses and experiences that are designed for the mentors?
- What do you think could be done to expand the pool of mentors?

Recommendation 14.

- For All:

- Is portfolio used throughout the PDS experience? Is it seen as a developmental process, or as a one-time culminating event?

Recommendation 15.

- For All:

- How are portfolios assessed? What is the process?

Recommendation 16.

- For Teachers and Principals:

- Do you have professional development plans?

- Do your professional development plans include continuing education experiences that relate to your PDS activities?

Recommendation 17.

- For Principals, IHE Faculty, and Teachers:

- Opportunities to work together on course design?
- Opportunities to work together on curriculum design/changes?
- Research opportunities in partnership with college/university faculty?
- Teaching exchanges between school faculty and college/university faculty?

APPENDIX B

Common Understandings About Professional Development Schools

Common Understandings About Professional Development Schools

The members of the "Maryland Professional Development School Consortium," after considerable review, discussion, and reflection, have agreed that Professional Development Schools (PDSs) are places which promote high quality education for all children and for teachers at all levels: preservice, inservice and higher education faculty. PDSs should:

1. **Promote deep, systemic collaboration and interaction** between and among

   - state agencies
   - college and university faculty
   - school system personnel
   - feeder and exit schools
   - community representatives
   - parents and students

2. **Extend linkages with school reform efforts** by

   - incorporating state reform initiatives which exemplify model program design and implementation in both school curriculum and in teacher education
   - maintaining high and specific standards for all participants in each area of performance related to school reform initiatives
   - utilizing data to drive curriculum change

3. **Create "learning organizations" [1] which become sites for research and inquiry** into teaching and learning by

   - developing discipline-based pedagogical knowledge
   - generating, testing and elaborating upon research-driven models of teaching and learning
   - providing extensive opportunities for continuing professional development at all stages
   - utilizing performance based assessment and evaluation
   - studying the effectiveness of programs and processes

4. **Integrate technology** to support and enhance learning by

   - modeling appropriated and "cutting edge" technology applications
   - creating authentic contexts for teaching
   - aiding in the interpretation, validation and use of data
   - providing opportunities for collaboration and external discourse

[1] Senge, P. (1990). The fifth discipline: The art and practice of the learning organization. New York: Doubleday.

5. **Support "simultaneous renewal"**[2] efforts by

- modeling key elements of teacher education redesign tied to school reform initiatives
- recruiting and retaining a diverse, high-ability teaching force
- creating an ongoing dialogue between and among participants to mutually inform and enhance efforts
- allotting time for adult learning, planning and reflecting
- encouraging collegial interactions on multiple levels
- enhancing school-based efforts to restructure and reevaluate culture

[2]Goodlad, J. (1994) *Educational Renewal: Better Teachers, Better Schools.* San Francisco: Jossey-Bass

APPENDIX C

Summary Chart of PDS Sites Visited

	Bladensburg HS Feb 10, 1995	Owings Mills PDS Apr 30, 1996 Towson Univ Mar 8,1995	Pointers Run/Swansfield PDS Johns Hopkins May 12, 1995	FCPS/FCC PDS Mt. St Mary's Apr 23, 1996	Rockburn PDS Loyola Sept 27, 1996	Aberdeen PDS Notre Dame Oct 2, 1996	AACPS/AACC PDS Towson University Dec 5, 1996	Sparrow's Point Collaboration Johns Hopkins Dec 10, 1996	PGCPS/MCPS Collaboration UM Mar 12, 1997	Canton Mid PDS UMBC Mar 14, 1997
College/ University	Bowie	Towson	Johns Hopkins	Mt. St. Mary's	Loyola	Notre Dame	Towson	Johns Hopkins	UM	UMBC
Community College				FCC		HCC	AACC			
School System	Prin Geo.	Baltimore County	Howard	Frederick	Howard	Harford	Anne Arundel	Baltimore County	Prince Georges and Montgomery	Baltimore City
School Names	Bladens HS	Owings Mills HS Cromwell Regional Magnet ES Halstead Acad Dundalk ES	Pointer's Run ES Swansfield ES	Orchard Grove ES Waverly ES Ballenger Creek ES Hillcrest ES	Rockburn ES	Aberdeen HS & MS Bakerfield ES Church Creek ES Hall's Cross Road ES Churchville ES Roye Williams ES Hillsdale ES	Jessup ES	Sparrows Point HS & MS Edgemere ES	Cool Spring ES Adelphi ES Jackson Road ES Kemp Mill ES	Canton MS
Funding	Eisen	Eisen.	Eisen.	State	State	State	State	State	Eisen.	Eisen.
Weeks of School Placement	36	64 (4 semesters)	36	36	36	U 24 G 36	40 (3 semesters)	36	24	36
Governance	Advisory Board	Action Teams Network Steering Comm.	Steering Committee	Advisory Council	Steering Committee	K-12 Aberdeen Admin. Council	Steering Committee	Advisory Committee	Network Site Team	Joint Council
Teachers Teach Course	✔	✔			✔		✔	✔		
Course for Mentors	✔	✔					✔			
Students in program	G	U	G	U	G	U & G	U	G	U	G

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APPENDIX D

Technology Requirements in PDS Partnership Institutions

TECHNOLOGY REQUIREMENTS IN PDS PARTNERSHIP INSTITUTIONS

NAME OF INSTITUTION	REQUIRED COURSE	COMMENTS
Bowie State University	Yes	"Computers for Teaching" for Elem. Ed. Secondary may get in their content training.
College of Notre Dame	Yes	"Computers for Teachers" for Elem. Ed. None for Secondary or graduate program.
Frostburg State University	No	Integration/infusion through several courses. Based on a plan that is updated annually.
Johns Hopkins University	No	No required course, but several education courses have technology infused in them.
Loyola College in Maryland	Yes	Required for Elem. Ed., Career Changers. Ed. Admin. ED 670: Computers in the Curriculum; ED 303: Computer Application in the Educ. Environment; AD 682: Technology for School Improvement
Mount St. Mary's College	Yes	Required for Elem. Ed. majors. "Technology in the Classroom." Secondary majors must take as sophomores.
Towson State University	Yes	For Early Childhood, Elementary and Secondary Education majors.
University of Maryland at Baltimore County	Yes	Infused in several undergraduate courses. Required course at post-baccalaureate level.
University of Maryland College Park	Yes	Elementary Education majors, only.